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ABSTRACT

Fundamentally, library services should accomplish the same objectives for the blind and visually handicapped as for the sighted. There are, nevertheless, important differences arising from the need to compensate for lack of sight as well as from the conditions which blindness imposes on the means of rendering library service. By definition, blind people cannot use conventional printed materials. They must depend on the spoken word, on large type, on tactile devices such as braille or on mechanical aids. This section contains the following parts: (1) Federal Level of Service, (2) State and Regional Libraries, (3) Community Libraries, (4) School Libraries, (5) Libraries of Agencies Serving Blind and Visually Handicapped Persons, (6) Equipment, (7) Physical Facilities and (8) Programming for Improvement. Part 2 and Part 5 are designed for agencies that provide these particular types of library services and are to be used in conjunction with Parts 6, 7 and 8 in a self-study of their programs. While Part I, "Federal Level of Service," Part 3, "Community Libraries" and Part 4, "School Libraries" are not designed for use in the self-study of library services at these levels, the standards are included so that other levels of service which may use these services as resources can be aware of the standards applicable to them. (Other sections of this guide are available as LI 003342-003348 and as LI 003350 and LI 003351). (Author/NH)

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Section D-1

SELF-STUDY AND EVALUATION GUIDE | 1968 Edition

Library Services

NATIONAL ACCREDITATION COUNCIL
For Agencies Serving the Blind and Visually Handicapped
84 Fifth Avenue
New York, N. Y. 10011

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INSTRUCTIONS

Two steps should precede the use of this Section:

1. *Section A, Manual of Procedures,* should be read for an understanding of the overall framework and governing principles of the self-study and accreditation process.

2. *Section B, Agency and Community Profile,* should be reviewed, since it embraces the statement of the agency's philosophy of service and program objectives, an indispensable base for evaluation of its work.

* * * *

This Section is designed to convey an accurate description of the agency's performance in a particular subject area. Three elements are employed to achieve this: a coded *Standards Checklist,* coded *Evaluation Ratings,* and *Comments.* Each is explained below.

Coding the Standards Checklist. Each standard describes a provision, condition or characteristic found in an acceptable agency; checking off, through the appropriate notation, whether and to what extent agency practice conforms to the standard provides a factual base for the succeeding evaluation.

In the parentheses ( ) preceding the standard, insert a symbol according to the following code.

✓✓—The standard is fully met.

✓—The standard is partly met.

O—The standard, although needed and desirable, is not met, or is met to such a limited extent as to be virtually inoperative.

?—The applicability of the standard to the agency is questioned.

X—The standard is clearly inapplicable to the agency.

Coding the Evaluation Ratings. Each evaluation question poses a criterion for judgment. Careful discrimination should be exercised in arriving at such judgment, bearing in mind that standards are not aimed at perfection but are keyed to realistic, attainable levels of performance. While the ratings embrace such concepts as *excellent, well, satisfactory, poor,* etc., which cannot be specifically defined, a valid judgment can be formulated if the evaluator balances a) the requirements postulated by the standard, b) the agency's stated philosophy of service and program objectives and its community relationships, and c) the practical knowledge derived from the evaluator's own professional experience.

In the brackets [ ] preceding the evaluation question, insert the code letter that best describes the agency's performance:

E—Excellent. The agency meets the criterion to the *fullest* extent and functions *excellently* in regard to it.

VG—Very good. The agency meets the criterion to the *fullest* extent and functions *well* in regard to it; or it meets the criterion to a *satisfactory* extent (i.e., not full coverage) and functions *excellently* in regard to it.

G—Good. The agency meets the criterion to a *satisfactory* extent and functions well in regard to it.

F—Fair. The agency meets the criterion to a *satisfactory* extent (i.e., not full coverage) but functions *poorly* in regard to it; or it meets the criterion to a *limited* extent but functions *satisfactorily* in regard to it.

P—Poor. The agency meets the criterion only to a *limited* extent and functions *poorly* in regard to it; or it makes *no provision* for meeting a needed criterion.

M—Missing. The element identified in the question is missing, but the agency's need for it is open to question.

NA—Not Applicable. The element identified in the question does not apply to the agency.

Comments. Just as not all of the standards necessarily apply to all agencies, not all of every agency's activities are necessarily covered by the standards. The space provided under *Comments* should be used to note any important feature or characteristic of the agency's activity relating to the subject but not included in the standard. Such notations may be supplemented, if necessary, by supporting data attached to the end of the Section, or by cross-references to other Sections. Addenda and cross-references should be accurately identified by notation of the Section and standard to which they pertain. (For example, material attached to the end of a Section might be marked "Supporting Data Section D-4, 2-1"; a cross-reference might be noted as "See Section C-1, 2.3.3".)

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This section of the *SELF-STUDY AND EVALUATION GUIDE* is designed for use in conjunction with the other sections listed below. Any agency* undertaking a self-study will need the first seven sections listed below plus all *D* sections pertaining to the agency's services, an *E* form for each administrative, professional, and technical staff member, and the evaluation summary and report section.

The *GUIDE* is available either in a complete, bound edition or in separate sections from the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 84 Fifth Avenue, New York, N.Y. 10011.

SELF-STUDY AND EVALUATION GUIDE

Section	Title
A	Manual of Procedures
B	Agency and Community Profile
C–1	Agency Function and Structure
C–2	Financial Accounting and Service Reporting
C–3	Personnel Administration and Volunteer Service
C–4	Physical Facilities
C–5	Public Relations and Fund-Raising
D–1	Library Services
D–2	Orientation and Mobility Services
D–3	Rehabilitation Centers
D–4	Sheltered Workshops
D–5	Social Services
D–6	Vocational Services
E	Individual Staff Member Information Form
F	Evaluation Summary and Report

*Special guides are available for agencies providing *only* sheltered workshop services (*SELF-STUDY AND EVALUATION GUIDE FOR SHELTERED WORKSHOPS*) and for residential schools (*SELF-STUDY AND EVALUATION GUIDE FOR RESIDENTIAL SCHOOLS*).

D-1

LIBRARY SERVICES

Guiding Principles

Fundamentally, library services should accomplish the same objectives for the blind and visually handicapped as for the sighted. There are, nevertheless, important differences arising from the need to compensate for lack of sight as well as from the conditions which blindness imposes on the means of rendering library service. By definition, blind people cannot use conventional printed materials. They must depend on the spoken word, on large type, on tactile devices such as braille or on mechanical aids.

Special Terminology

The term "blind and visually handicapped," as used in this guide, refers to any person whose vision, after treatment or correction, is impaired to the extent that he or she is unable to use printed materials prepared for normally sighted persons.

"Library materials" is the term used to include all media the visually handicapped can use: braille, large type, recordings, print, etc.

The designation "community library" is used to indicate the library unit at the local level: public libraries, association libraries, county libraries, branches of large city libraries and others, including academic libraries which receive subsidy for provision of community library service.

"Library systems" refers to a group of libraries working together in a cooperative program for coordinated and improved service.

"Regional libraries for the blind" refers to those libraries, located throughout the country, that have been selected by the Library of Congress to serve as distributing agencies for the reading resources provided by its Division for the Blind and Physically Handicapped.

Principles Underlying Library Service for the Blind and Visually Handicapped

The following principles, which define a nationwide program of service to blind and visually handicapped readers, underlie the standards enunciated in succeeding parts of this section.

- ☐ All standards relate to "blind and visually handicapped" persons as defined above.
- ☐ The low density of blind population requires a broader base of support and service than that which may suffice for sighted readers. The larger units of government—federal, regional and state—therefore play an essential role in support and provision of library resources for the blind and visually handicapped, and this role should be both continued and strengthened.
- ☐ Responsibility for blind and visually handicapped readers does not stop at the federal and state levels. Since blindness knows no geographical barriers, any community, school, college, business, profession or other group may be the setting in which a blind person functions. The library agency which serves any of these groups should be prepared, within reasonable limits, to see that the needs of the blind members of the group are served as well as those of the sighted members. Services to be rendered by the community library range from bibliographic assistance and referral in some situations to the actual provision of materials in others.
- ☐ Every kind of library should make a special effort to include blind and visually handicapped people in all the services provided for sighted patrons. Needs for book talks, story hours, vacation reading programs, adult education activities, musical events and reader advisory services are the same for all people—sighted and blind—regardless of the form of the books supplied to

fill the individual need. Application of these standards is not limited to libraries which serve blind people exclusively but extends to all agencies which render or might render library services to blind and visually handicapped people—public libraries, school libraries, college libraries, regional libraries for the blind and others.

☐ While blind and visually handicapped people in any community are apt to be relatively few in number, the range of their reading needs may run the full gamut of human knowledge. Adequate library service to blind and visually handicapped readers is possible only if all libraries—those which generally serve sighted readers as well as those which generally serve blind readers—are systematically linked together into an integrated system specifically designed to bring together these readers and special library materials for their reading needs.

☐ A plan must define and clearly assign to the appropriate levels of government—national, state, city, county, school district and other—responsibility for those aspects of library service for the blind and visually handicapped which are most effectively and most efficiently performed at that level.

☐ Library service for the blind and visually handicapped involves all of the basic principles and objectives that apply to library service for sighted people, plus whatever additional steps are necessary to compensate for the handicapping effects of blindness. As in the case of sighted readers, blind and visually handicapped people should have immediately at hand certain basic reference materials for repeated use, and a range of materials from which to choose for general reading. More specialized needs which exceed these minimum facilities must be met by calling on resources made available by the states and regions.

☐ Bibliographic devices comparable to those available to the sighted reader must be developed and widely distributed so that library resources for the blind and the visually handicapped can be readily located wherever they exist.

☐ Communication and duplication facilities suited to the blind must be developed and used to make resources quickly and conveniently accessible. Every effort should be made to exploit technological developments, as they occur, in furthering library service to the blind and the visually handicapped.

☐ Special attention must be given to services and tools that improve the ability of the blind and the visually handicapped reader to browse, both in the selection of materials and within individual publications.

☐ In the provision of library services for the blind and visually handicapped, the use of volunteers for transcribing and supplementary services is a long-established and viable practice. Volunteers are used to supplement, not substitute for, professional staff. The applicable standards in *C-3, Personnel Administration and Volunteer Service* are endorsed for use in relation to library volunteers.

Note: This section contains the following parts:

1. Federal Level of Service
2. State and Regional Libraries
3. Community Libraries
4. School Libraries
5. Libraries of Agencies Serving Blind and Visually Handicapped Persons
6. Equipment
7. Physical Facilities
8. Programming for Improvement

Part 2 and *Part 5* are designed for agencies that provide these particular types of library services and are to be used in conjunction with *Parts 6, 7* and *8* in a self-study of their programs. While *Part 1, Federal Level of Service, Part 3, Community Libraries* and *Part 4, School Libraries* are not designed for use in the self-study of library services at these levels, the standards are included so that other levels of service which may use these services as resources can be aware of the standards applicable to them.

1. FEDERAL LEVEL OF SERVICE

This part in its entirety applies specifically to the Division for the Blind and Physically Handicapped of the Library of Congress. It is presented here so that other levels of service which may draw on the Division's activities directly or indirectly can be aware of the standards set for the federal level of service.

The national library for the blind meets its responsibilities when it–

1.1 SIZE OF COLLECTION. Maintains a balanced collection of at least 50,000 currently useful titles in braille, large type and recorded forms, including at least 6,000 currently useful children's titles selected from standard recommended sources.

1.1.1 Provides sufficient duplication of these titles to meet reader demands in quantity, with at least one copy available for each ten to fifteen requests for each title.

1.1.2 Adds at least 1,000 adult titles and 500 children's titles to the national library system each year, in addition to replacements.

1.2 CATALOGS AND RELATED RESOURCES. Provides comprehensive, annotated catalogs in classified arrangement for all books produced for the blind for or by the federal government, with such frequently cumulated catalogs available in large print, braille and sound-recorded editions in quantities to meet the personal needs of every blind and visually handicapped reader and for reference use in serving them.

1.2.1 Maintains a union catalog of all library materials available for the blind.

1.2.2 Employs professional personnel to compile annotated, analytic bibliographies upon request for any subject area.

1.3 PROCESSING. Provides all books completely processed, including catalog cards, book cards, uniform labeling, mailing containers, etc.

1.4 FIELD CONSULTANTS. Provides field consultants to stimulate and coordinate services.

1.5 SCIENTIFIC AND TECHNICAL IMPROVEMENTS. Keeps abreast of scientific and technical changes in the field.

1.6 RESEARCH. Conducts research and implements findings to further library service to the blind.

1.7 LIBRARY VOLUNTEERS. Coordinates and maintains standards for library volunteers with special emphasis on quality and production of materials. (See also *C-3, Personnel Administration and Volunteer Service.*)

2. STATE AND REGIONAL LIBRARIES

Library service for the blind and visually handicapped constitutes a form of education. With education in our constitutional system the responsibility of the state level of government, states should make financial provision for library service for the blind and visually handicapped as they do for other types of education.

Each state should maintain a library for the blind if it has a potential for at least 1,000 users. If the blind population within a state will not furnish this number of readers, two or more states should join in maintaining a regional library for the blind.

For blind and visually handicapped persons, as for the sighted, the state is responsible for library service at the level set forth in the American Library Association national standards and as described in *Standards for Regional Libraries for the Blind*, approved by the American Library Association in July 1963. These standards have been encompassed below. Standards *2.9* and *2.10* have been specifically adapted from the ALA standards.

Does the agency serve as a state or regional library? Yes ☐ No ☐

If yes, the agency should include this part, i.e., *Part 2, State and Regional Libraries, Part 6, Equipment* and *Part 7, Physical Facilities* in its self-study.

( ) 2.1 PROFESSIONAL STAFF. The state or regional library provides an administrative librarian plus one professional staff member for each 750 registered readers, and additional professional staff as needed. (See *Appendix A–Suggested Staffing Pattern* for guidelines.)

(Note: *Section E, Individual Staff Member Information Form* should be completed by each member of the professional library staff.)

Supplemental Data:

The library has_____ registered readers as of_____ (date).

Indicate, by checking the appropriate items below, the staffing pattern of the regional library.

Does the library have:	Yes	No
One administrative librarian for the blind?	☐	☐
One assistant librarian for the blind?	☐	☐
One librarian for the blind for each 750 readers registered, or major fraction thereof, after the first 750 readers?	☐	☐

EVALUATION [ ] 1. *To what extent does the library's professional staffing pattern conform to that in the suggested guidelines?*

Comments:

( ) 2.1.1 The administrative librarian has equal administrative ranking with other major department heads within the parent library.

2.1.2 The administrative librarian:

( ) 2.1.2.1 Organizes and administers the state or regional library for the blind.

( ) 2.1.2.2 Has a voice in the budget of the regional library.

( ) 2.1.2.3 Develops supplementary resources and sources for additional funds.

( ) 2.1.2.4 In cooperation with state special education and other agencies, promotes and guides local library services for the blind.

( ) 2.1.2.5 Acts as extension librarian and field consultant for deposit collections in public libraries, schools, hospitals, institutions and other agencies.

( ) 2.1.2.6 Develops special services to blind people of all ages, such as summer reading programs, reference services, etc.

( ) 2.1.2.7 Maintains liaison with volunteers and similar groups (e.g., Telephone Pioneers). Selects titles for reproduction in all forms by volunteers.

( ) 2.1.2.8 Conducts a public relations and information program.

( ) 2.1.2.9 Is active in the library profession and in the field of work for the blind at city, state and national levels.

( ) 2.1.2.10 Participates in the selection of library personnel.

( ) 2.1.2.11 Reports to and cooperates with the Division for the Blind and Physically Handicapped of the Library of Congress in order to perform his share of the administration of the national program at the regional level.

EVALUATION [ ] 2. *To what extent are the assigned responsibilities of the administrative librarian for services to the blind on a level equal to those assigned to the administrators of other major departments of the library?*

Comments:

( ) 2.1.3 The library employs professional staff members who are graduates of an accredited library school and/or meet state library certification.

( ) 2.1.4 The library recognizes the importance of professional library experience with readers and of personal qualifications for competent performance.

EVALUATION [ ] 3. *How appropriate are the training and experience of the professional staff members?*

Comments:

( ) 2.2 NON-PROFESSIONAL STAFF. The library employs non-professional staff sufficient to perform duties required for consistently efficient service. (See *Appendix A–Suggested Staffing Pattern* for guidelines.)

( ) 2.2.1 The library maintains a ratio of two non-professional staff members (excluding maintenance personnel) for each professional position.

EVALUATION [ ] 4. *How adequate is the number of non-professional staff?*

Comments:

( ) 2.3 LIBRARY MATERIALS. A basic collection is maintained of library materials in all forms (braille, large type, recordings, etc.) provided by the national library, sufficient to cover the regular needs of its region.

EVALUATION [ ] 5. *How adequate is the basic collection of materials in all forms for the needs of the region served?*

Comments:

( ) 2.3.1 The library acquires those library materials necessary to meet the special interests and needs of its own area (state and local histories, regional biographies, folklore, special industrial interests, etc.).

Supplemental Data:

	Yes	No
Hand-transcribed braille, to help provide such special materials, is acquired.	☐	☐
Volunteer-produced tape recordings are acquired.	☐	☐
Volunteer-produced large type materi are acquired.	☐	☐

EVALUATION

[ ] 6. *To what extent are volunteer-produced library materials acquired to meet special interests and needs?*

[ ] 7. *How adequately does the collection of materials meet the special interests and needs of the region?*

Comments:

( ) 2.3.2 The library acquires those library materials produced commercially that are available in quality and formats usable by and of use to the blind and visually handicapped.

EVALUATION

[ ] 8. *To what extent are all available commercial non-musical recordings acquired?*

[ ] 9. *To what extent are all available books in large print acquired?*

Comments:

( ) 2.4 BIBLIOGRAPHICAL MATERIAL. The library affords ready access to a full range of published bibliographies, book and periodical indexes and standard book selection aids.

Supplemental Data:

Check those items in the following list to which the library affords ready access.

ALA Booklist	☐	Publishers' Weekly	☐
Reader's Encyclopedia	☐	The Reader's Adviser	☐
Book World	☐	Reader's Guide to Periodical Literature	☐
Children's Catalog	☐	Saturday Review	☐
Fiction Catalog	☐	Social Sciences and Humanities Index	☐
Library Journal	☐	Standard Catalog for High School Libraries	☐
New York Review of Books	☐	Standard Catalog for Public Libraries	☐
New York Times Book Review	☐	Other (specify): _____	

EVALUATION

[ ] 10. *To what extent does the library afford ready access to bibliographies, indexes and standard book selection aids?*

Comments:

( ) 2.4.1 Arrangements are made for all blind and visually handicapped readers in the area, and those helping them, to receive all necessary catalogs and book lists in the form most appropriate to their needs.

Supplemental Data:	Yes	No
Does the library prepare and distribute catalogs or book lists of materials acquired from sources other than the Division for the Blind and Physically Handicapped of the Library of Congress?	☐	☐
Are any of the above catalogs and lists issued in braille?	☐	☐
Are any of them issued in large print?	☐	☐

EVALUATION [ ] 11. *To what extent does the library provide all necessary catalogs and book lists in appropriate forms?*

Comments:

2.5 SERVICES. A variety of services are provided for readers and the community including:

( ) 2.5.1 Loan of materials by mail free to any blind resident of the region.

( ) 2.5.2 Information and reader guidance services to relate the blind and visually handicapped reader to the world of literature.

( ) 2.5.3 Consultant service on reading resources to agencies, institutions and professional workers in contact with blind and visually handicapped persons.

( ) 2.5.4 Instruction and guidance in the availability and use of special materials for the blind and visually handicapped to the general public, to public and school libraries, to parents and to others helping this group.

Supplemental Data:	Frequently	Occasionally	Never
Is long distance telephone used to communicate with borrowers?	☐	☐	☐
Are correspondence and inquiries from braille readers answered in braille?	☐	☐	☐
Is large type used in answering correspondence and inquiries?	☐	☐	☐

EVALUATION [ ] 12. *How extensive are the services offered to readers and the community?*

[ ] 13. *How appropriate are the methods used to maintain communications between the library and its readers?*

Comments:

( ) 2.6 COOPERATIVE RELATIONSHIPS. The library maintains a mailing list of the public libraries within the state and assumes responsibility for directing informational materials and catalogs to local agencies.

Supplemental Data:	Yes	No
Is information concerning resources regularly sent to local community libraries?	☐	☐
Are deposit collections placed in local libraries?	☐	☐
Are personal visits made to local libraries?	☐	☐
Are readers encouraged to use local libraries for personal services?	☐	☐

EVALUATION [ ] 14. *To what extent does the regional library maintain liaison with and provide materials to local community libraries?*

Comments:

( ) 2.6.1 The regional library maintains close liaison with agencies distributing talking book machines.

Supplemental Data:	Yes	No
Are changes of address, need for repairs and terminations of service regularly reported to talking book machine agencies?	☐	☐

EVALUATION [ ] 15. *How adequately is liaison maintained with agencies distributing talking book machines?*

Comments:

( ) 2.7 VOLUNTEERS. A register is maintained of individuals and service organizations throughout the region available to perform volunteer sound recording, braille transcribing service and duplication of large type materials for blind and visually handicapped persons.

( ) 2.7.1 The library guides and coordinates the efforts of volunteer recorders and transcribers to produce the unavailable library materials most needed within the region.

EVALUATION [ ] 16. *To what extent are available volunteer resources identified and used to produce needed library materials?*

Comments:

( ) 2.7.2 The regional library reports to the national library on all completed volunteer-produced materials and their availability for loan or duplication.

EVALUATION [ ] 17. *To what extent does the library report on the availability of volunteer-produced materials?*

Comments:

2.7.3 The library meets the standards for volunteer service set forth in *C-3, Personnel Administration and Volunteer Service.* (Ratings and evaluations are provided in *C-3.*)

( ) 2.8 STiMULATION. The regional library stimulates the use and interpretation of services through all appropriate means.

Supplemental Data:	Yes	No
Does the library send a representative to local and regional meetings of the AAIB, AAWB and related groups?	☐	☐
Does the library issue a newsletter or other regular publication on its services?	☐	☐
Does the library have a brochure describing its services?	☐	☐

EVALUATION [ ] 18. *How adequately does the library interpret and stimulate the use of its services?*

Comments:

( ) 2.9 ADMINISTRATIVE SETTING. The state or regional library for the blind is located in a favorable administrative setting, with adequate staff and financial support.

( ) 2.9.1 When the regional library is part of a state, municipal, or other type of library, it is organized to take full advantage of the resources available in such a setting including free and ready access to the print collections, book review media and advisory or supervisory officials.

( ) 2.9.1.1 The accessioning, processing and servicing of its specialized collection is under the direct control of the regional librarian.

EVALUATION [ ] 19. *If the regional library for the blind is part of another library, to what extent does the organizational pattern assure that adequate resources are available to or allocated to the regional library?*

Comments:

( ) 2.9.2 When the regional library for the blind is in a non-library setting, standards for financing and housing are at the very minimum in line with those set for the other major activities of the parent organization.

( ) 2.9.2.1 The need for specialized training and skills as well as for specialized equipment, is recognized and satisfactory provision made so that the library for the blind can serve efficiently.

EVALUATION [ ] 20. *If the state or regional library for the blind is in a non-library setting, to what extent does the organizational pattern assure adequate staffing, financing and facilities?*

Comments:

( ) 2.9.3 While funds appropriated by the Congress of the United States to the Library of Congress provide an expansive book stock as well as talking book machines and related materials, and while the mailing of all material to and from the library is free of charge, funds for the operation of the regional library are provided by the parent organization of which the regional library is a unit.

EVALUATION [ ] 21. *To what extent are funds for the operation of the regional library furnished by the parent organization of which the regional library is a part?*

Comments:

( ) 2.10 FUNCTIONS AND SERVICES. Routines and procedures are tailored to the size and activity of the library and to local circumstances. They are considered as the means of providing service, and are not permitted to interfere with service.

( ) 2.10.1 The use of form letters, charging systems and operating regulations do not present barriers to sympathetic understanding of problems which confront borrowers.

( ) 2.10.2 Correspondence is answered promptly and courteously.

( ) 2.10.3 Weeding of excess copies, worn out books and titles not requested for extended periods of time is done on a continuing basis.

( ) 2.10.4 Outmoded systems and outdated forms of any type are discarded, along with supplies or superseded catalogs.

( ) 2.10.5 Charging, discharging and addressing procedures are kept simple and mechanical to take up as little staff time as possible.

EVALUATION [ ] 22. *To what extent do routines and procedures used by the regional library assure effective reader service?*

Comments:

( ) 2.10.6 Statistics are kept according to the definitions provided by the Division for the Blind and Physically Handicapped of the Library of Congress.

( ) 2.10.6.1 Procedures used permit the ready summation of statistics without extensive retrospective searches.

EVALUATION / / 23. *How adequate are the procedures used for providing statistics on services?*

Comments:

( ) 2.10.7 The regional library keeps abreast of technological developments in all media and provides for the use of them in order to increase the reading matter available to blind persons.

EVALUATION / / 24. *To what extent does the library use up-to-date equipment to increase the availability of reading matter?*

Comments:

3. COMMUNITY LIBRARIES

The local community library in town, city and county has responsibility for developing library services for its blind and visually handicapped residents at the same level as for all readers, as set forth in *Public Library Services, a Guide to Evaluation with Minimum Standards* (American Library Association, 1956). The state library or regional library for the blind provides the primary resource for accomplishing this. The community library should be fully informed about state resources and services, should draw on them as needed, and should exert its best efforts to put blind and visually handicapped persons in contact with them. However, the existence of a state or regional facility does not relieve the community library of the responsibility to serve its blind and visually handicapped constituents.

The standards for community libraries are presented here so that other levels of service which may make use of these resources can be aware of the standards for them.

The local community library--

3.1 RESOURCE FILES. Maintains a file of sources of current information describing the library services available to blind and visually handicapped readers from state and national library agencies.

3.1.1 Maintains a file of Library of Congress catalogs of books available in all forms for blind people of all ages. (Available without charge and requiring approximately one foot of shelf space.)

3.1.1.1 Makes these catalogs available also in the forms suitable for the patrons.

3.2 STAFF. Has at least one qualified staff member whose duties consist of, or include, primary responsibility for assisting blind or visually handicapped readers in locating information and materials, and for providing guidance in the use of available resources.

3.2.1 Such staff member establishes and maintains active communication with local school librarian(s) to plan for and to provide complete library service.

3.3 SERVICE REGISTER. Maintains a register of local individuals and organizations available for service as transcribers, personal readers, etc. to meet the more extensive requirements of blind and visually handicapped readers in the community.

3.4 GROUP ACTIVITIES. Includes blind and visually handicapped persons in library group activities such as story hours, lectures and discussion groups.

Additional Standards for Larger Libraries

Large public libraries serving populations of 100,000 or more and central units of public library systems additionally–

3.5 REFERENCE MATERIALS Provide reference materials in braille with, as minimum requirements, an encyclopedia, dictionary and atlas in braille or in media the visually handicapped can use.

3.6 BROWSING COLLECTION. Maintain a browsing collection, on loan from the state or regional library for the blind, of at least five titles for each active reader.

3.6.1 This collection is exchanged as regularly as its use indicates.

3.7 PERSONAL SERVICE. Make staff available to provide personal service for urgent reference needs and may provide volunteers for reading to blind and visually handicapped persons.

3.8 STUDY AREA. Provide a suitable study area for blind or visually handicapped readers who wish to make use of the library's print collection with the help of personal readers.

3.8.1 Provide shelving adjacent to the study area for any special library materials for the blind and visually handicapped.

3.9 OPTICAL AIDS. Provide optical aids for access to printed materials by visually handicapped people.

3.10 TAPE EQUIPMENT. Provide magnetic tape equipment for the recording of information from the print collection by staff members or volunteers.

4. SCHOOL LIBRARIES

All school systems should be fully informed about federal, state and local library resources and services, and draw on them as needed.

The American Library Association *Standards for School Library Programs* (1960) sets forth standards for schools, including those serving blind children. *The School Librarian and the Partially Seeing Child,* prepared by the American Association of School Librarians and the National Society for the Prevention of Blindness (1965), likewise notes requirements to be met for adequate service to the partially sighted.

The special requirements of all schools serving the blind and visually handicapped, starting with the extra assistance in locating reading and reference materials needed by blind and visually handicapped children, call for certain modifications and adaptations of the aforementioned documents. These are set forth below.

This part is not designed to serve as the guide for the study of school libraries. School libraries serving the blind and visually handicapped are referred to *Section F, Instructional*

Materials Services, Self-Study and Evaluation Guide for Residential Schools, published by the National Accreditation Council especially for the self-study of school services.

The standards for school libraries are presented here so that other levels of service which may make use of these resources can be aware of the standards for them.

A library in a school for the blind–

4.1 PROFESSIONAL STAFF. Employs a professional librarian, plus a qualified assistant librarian for each 100 students after the first 100 students.

4.1.1 Professional librarians qualify through graduation from an accredited school or by meeting state certification requirements; additional study in the specialized field and teaching experience are desirable.

4.2 CLERICAL STAFF. Assigns one clerk-typist-braillist for each 100 students or major fraction thereof.

4.3 BOOK COLLECTIONS. Assembles collections of books, in the media the blind and visually handicapped can use, to the extent of at least 10 books per pupil, or a minimum of 6,000 titles.

4.4 REFERENCE MATERIALS. Additionally provides reference materials for blind and visually handicapped children with at least 50 basic titles for the first six grades, 75 basic titles for junior high school and 100 basic titles for senior high school.

4.4.1 Provides encyclopedias, their supplements, dictionaries and other reference works as they become available in media the visually handicapped can use.

4.4.1.1 Replaces regular print edition with current editions at least every five years.

4.4.2 Provides other needed reference materials in regular print if not available in media the visually handicapped can use.

4.5 PERIODICALS. Furnishes (in braille, large type, recordings, regular print, etc.) three to six newspapers, plus magazine titles on the following scale: kindergarten to sixth grade, 26; junior high school, 70; high school, 120.

4.6 EXPENDITURES. Expends annually for library materials (exclusive of salaries) the equivalent of $4,000–$6,000 for each 100 students or fraction thereof.

4.6.1 Includes in this item only the portion of the Federal Quota that is spent for library materials.

4.7 CATALOGING. Puts in operation the approved method for cataloging and processing library collections for schools serving the blind and visually handicapped.

4.8 OTHER LIBRARY MATERIALS. Acquires those library materials necessary to meet the special interests and needs of the area (state histories, literature, folklore, etc.).

4.8.1 Acquires those library materials produced commercially that are available in quality and formats usable by and of use to the blind and visually handicapped.

4.9 RESOURCE FILES. Maintains a file of current reference materials describing the library services available to blind and visually handicapped readers from state and national library agencies.

4.9.1 Maintains a file of Library of Congress catalogs of books available in all forms for the visually handicapped of all ages.

4.9.1.1 Also has these catalogs available in the forms suitable for students and faculty.

4.10 OPTICAL AIDS. Provides optical aids for access to printed materials by visually handicapped students.

4.11 TAPE EQUIPMENT. Provides magnetic tape equipment for the recording of information from the print collection by staff members or volunteers.

4.12 STUDY AREA. Provides a suitable study area for blind and visually handicapped readers who wish to make use of the library's print collection with the help of personal readers.

4.13 FACILITIES. Provides adequate facilities for housing of library materials: braille, large type, regular print, recordings, etc.

4.14 COOPERATIVE RELATIONSHIPS. Establishes and maintains active communication with other libraries (local public, special, school, etc., in addition to federal and regional) to plan for and to provide complete school library service.

4.14.1 Maintains close liaison with agencies distributing talking book machines.

4.14.2 Maintains a register of local individuals and service organizations available to meet the more extensive requirements of blind and visually handicapped readers in the school.

5. LIBRARIES OF AGENCIES SERVING BLIND AND VISUALLY HANDICAPPED PERSONS

Many agencies, institutions, hospitals and organizations serving blind and visually handicapped persons, or employing a substantial number of such persons, maintain libraries or offer library services. In addition to meeting other program standards, the following standards apply to the agency's library service.

Does the agency provide library services to its clients? Yes ☐ No ☐

If yes, the agency should include *Part 5, Libraries of Agencies Serving the Blind and Visually Handicapped, Part 6, Equipment* and *Part 7, Physical Facilities* in its self-study.

( ) 5.1 SPECIAL LIBRARY MATERIALS. The agency library includes books in the forms (braille, large type, recordings, etc.) useful to the particular blind or visually handicapped people who use the library.

Supplemental Data:

What types of service is the agency library designed to provide?

_____

_____

_____

_____

_____

_____

How many readers is the library designed to serve? _____

EVALUATION

[ ] 25. *How adequate is the collection in terms of the number of readers the library is designed to serve?*

[ ] 26. *How adequately does the collection meet the needs of the particular blind or visually handicapped persons who use it?*

[ ] 27. *To what extent is the collection readily accessible during the hours that the agency is regularly open?*

Comments:

( ) 5.1.1 The library collection is updated or changed to meet current needs with material purchased, provided by volunteers or obtained on deposit from regional libraries for the blind.

EVALUATION

[ ] 28. *To what extent is the collection changed and updated to meet current needs?*

[ ] 29. *How adequate are the resources available–budget for the purchase of library materials, volunteers to produce special library materials and the use of deposits from the regional library–to provide the library materials needed?*

Comments:

( ) 5.2 USE OF LOCAL RESOURCES. The agency library determines what resources for the visually handicapped are available in local public and school libraries, and draws on them as needed.

EVALUATION

[ ] 30. *How adequately is the agency informed about the resources provided for the blind and visually handicapped in local public and school libraries?*

[ ] 31. *How adequately does the agency library use these resources?*

Comments:

( ) 5.3 PERSONNEL. The agency library arranges for appropriate personnel, on either a regular or consultant basis, to be available.

EVALUATION

[ ] 32. *How adequate, in terms of number and library experience, are the personnel available to the library?*

[ ] 33. *To what extent does the agency make use of trained library personnel on a consultant basis?*

Comments:

6. EQUIPMENT

While each library should attempt to serve blind patrons regardless of their number, large public libraries serving a sighted population of 100,000 or more, central units of a public library system, large school systems, schools for the blind and agency libraries require specialized equipment. Most of this equipment is already available in large libraries or is made available to them through service clubs or agencies.

6.1 SPECIALIZED EQUIPMENT. The abovementioned libraries have, either on the premises or readily accessible, the following equipment:

( ) 6.1.1 At least one standard typewriter for use by readers.

( ) 6.1.2 Suitable optical aids in adequate quantity.

( ) 6.1.3 At least one large print typewriter, and additional ones as needed.

( ) 6.1.4 At least one braille writer, and additional ones as needed.

( ) 6.1.5 At least one tape recorder, and additional ones as needed.

( ) 6.1.6 At least one four-speed record player or talking book machine, and additional ones as needed.

( ) 6.1.7 Oversize tables, shelves, catalog trays, etc., as required by the special nature of the materials to be handled.

Supplemental Data:	Yes	No
Is the library's specialized equipment accessible during all hours that the library is open?	☐	☐
Is a suitable area provided where such equipment can be used without disturbing other readers?	☐	☐
Is adequate maintenance provided so that the equipment is always in working order?	☐	☐

EVALUATION *[ ] 34. How adequate is the specialized equipment provided by the library?*

Comments:

6.2 DESIRABLE ADDITIONAL EQUIPMENT. Possession of or access to the following additional equipment is desirable:

( ) 6.2.1 At least one device for duplicating materials recorded on magnetic tape.

( ) 6.2.2 At least one braille duplicator and some means for binding braille materials.

Supplemental Data:	Yes	No
Is duplicating equipment used to provide copies for individuals?	☐	☐
Is a charge made for the cost of materials used?	☐	☐

EVALUATION *[ ] 35. To what extent is useful duplicating equipment provided?*

Comments:

7. PHYSICAL FACILITIES

While, in general, libraries serving the blind and visually handicapped require the same kinds of space as are required for libraries for the sighted, and these general requirements will not be duplicated here, the nature of materials and services for the blind and visually handicapped require special space allocations. In addition to the requirements set forth in *C-4, Physical Facilities:*

7.1 LIBRARIES SERVING BOTH BLIND AND SIGHTED PERSONS. Libraries which serve both blind and sighted readers provide:

( ) 7.1.1 Safe, single-level access to the building by blind or otherwise handicapped persons whether they come on foot or by automobile.

( ) 7.1.2 Suitable spaces for exhibits for both blind and sighted patrons.

( ) 7.1.3 A listening room, adequately ventilated, plus additional ones as needed, or use of earphones.

EVALUATION [ ] *36. How adequate are the facilities provided for blind and visually handicapped readers?*

Comments:

7.2 LIBRARIES CHIEFLY SERVING BLIND PERSONS. Libraries which chiefly serve blind readers provide:

( ) 7.2.1 Seating and related space at the rate of 60 square feet per reader.

EVALUATION [ ] *37. To what extent can the available seating accommodate any peak load that can normally be expected?*

Comments:

( ) 7.2.2 Adequate space for readers' records, circulation and personal services.

( ) 7.2.3 Office and work space at the rate of 150 square feet per professional staff member.

EVALUATION [ ] *38. How adequate is the space provided for reader services and for office and work space?*

Comments:

( ) 7.2.4 Adequate lighting in all areas.

EVALUATION [ ] *39. How adequate is the lighting for persons with varying degrees of visual acuity?*

Comments:

( ) 7.2.5 Where service by mail is provided, space for receiving and shipping areas is at the rate of 40 square feet per 1,000 volumes circulated per year.

EVALUATION [ ] *40. How adequate is the space provided for shipping and receiving?*

Comments:

8. PROGRAMMING FOR IMPROVEMENT

A graphic picture of the agency's overall performance emerges when the evaluation ratings from the preceding pages are transcribed onto the Summary Table of Evaluation Ratings. A major value of gaining such a picture is that it spotlights the areas in need of strengthening and thus yields a useful guide to the planning of needed improvements.

Realistically speaking, it is rarely possible for ongoing programs to be subjected to a large number of simultaneous changes. It is, however, both possible and desirable to analyze the problems uncovered through the self-study and evaluation process, and to develop a timetable for tackling them. The process of classifying needed improvements into (1) those already under way, (2) those which can and will be undertaken in the near future and (3) those which require longer-range planning, produces a program for change which can serve as an orderly guide for action.

The three questions which follow the Summary Table are designed to assist the agency in the development of such a program. They are also designed to help the Commission on Accreditation evaluate the agency in terms of one of the Commission's governing principles: "If deficiencies exist, the agency is willing to remedy them, and gives evidence of being capable of effecting the needed remedies within a reasonable period of time."

It should be borne in mind that changes are not necessarily restricted to the weaker areas of service or administration. If plans for improvement are contemplated in areas which are already good or excellent, so as to make them even better, these should not be overlooked in responding to the questions.

SUMMARY TABLE OF EVALUATION RATINGS

Instructions: Transcribe the evaluation ratings from the preceding pages onto this table by placing a check mark (√) in the appropriate column.

Standards to Which Evaluation Questions Relate	EVALUATION QUESTION	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR	MISSING	NOT APPLICABLE
1. Federal Level of Service								
1.1 Size of Collection	–							
1.2 Catalogs and Related Sources	–							
1.3 Processing	–							
1.4 Field Consultants	–							
1.5 Scientific and Technical Improvements	–							
1.6 Research	–							
1.7 Library Volunteers	–							
2. State and Regional Libraries								
2.1 Professional Staff	1							
	2							
	3							
2.2 Non-Professional Staff	4							
2.3 Library Materials	5							
	6							
	7							
	8							
	9							
2.4 Bibliographical Material	10							
	11							
2.5 Services	12							
	13							
2.6 Cooperative Relationships	14							
	15							
2.7 Volunteers	16							
	17							
2.8 Stimulation	18							
2.9 Administrative Setting	19							
	20							
	21							
2.10 Functions and Services	22							
	23							
	24							
3. Community Libraries								
3.1 Resource Files	–							
3.2 Staff	–							
3.3 Service Register	–							
3.4 Group Activities	–							
Additional Standards for Larger Libraries								
3.5 Reference Materials	–							
3.6 Browing Collection	–							
3.7 Personal Service	–							

SUMMARY TABLE OF EVALUATION RATINGS (continued)

Standards to Which Evaluation Questions Relate	EVALUATION QUESTION	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR	MISSING	NOT APPLICABLE
3.8 Study Area	–							
3.9 Optical Aids	–							
3.10 Tape Equipment	–							
4. School Libraries								
4.1 Professional Staff	–							
4.2 Clerical Staff	–							
4.3 Book Collections	–							
4.4 Reference Materials	–							
4.5 Periodicals	–							
4.6 Expenditures	–							
4.7 Cataloging	–							
4.8 Other Library Materials	–							
4.9 Resource Files	–							
4.10 Optical Aids	–							
4.11 Tape Equipment	–							
4.12 Study Area	–							
4.13 Facilities	–							
4.14 Cooperative Relationships	–							
5. Libraries of Agencies Serving Blind and Visually Handicapped Persons								
5.1 Special Library Materials	25							
	26							
	27							
	28							
	29							
5.2 Use of Local Resources	30							
	31							
5.3 Personnel	32							
	33							
6. Equipment								
6.1 Specialized Equipment	34							
6.2 Desirable Additional Equipment	35							
7. Physical Facilities								
7.1 Libraries Serving Both Blind and Sighted Persons	36							
7.2 Libraries Chiefly Serving Blind Persons	37							
	38							
	39							
	40							

1. What improvements are now under way?

2. What improvements are definitely planned for the immediate future? When are they scheduled for completion?

3. What improvements will require long-range planning to implement? When is it expected that this planning will be undertaken?

Name of Agency _____ Date _____

Completed by _____

_____

_____

Appendix A
SUGGESTED STAFFING PATTERN
STATE AND REGIONAL LIBRARIES FOR THE BLIND

One example of the use of personnel in a state or regional library for the blind may be seen in the following suggested pattern of staff organization, a pattern particularly applicable to libraries that serve a majority of patrons off of the premises.

PROFESSIONAL STAFF

Members of the professional staff must be graduates of an accredited library school and/or meet state library certification requirements. In addition, they should have professional experience in library service to readers.

Administrative Librarian for the Blind — **One for each library, regardless of size**

Organizes and administers state or other libraries for the blind.

Advises the budget officer of specific needs from state allocations.

Develops supplementary resources and sources for additional funds.

In cooperation with state special education and other agencies, promotes and guides local library services for the blind.

Acts as extension librarian and field consultant for deposit collections in public libraries, schools, hospitals, institutions and other agencies.

Develops special services to blind people of all ages, such as summer reading programs, reference services, etc.

Maintains liaison with volunteers and similar groups (e.g., Telephone Pioneers). Selects titles for reproduction in all forms by volunteers.

Conducts a public relations and information program that includes planning for participation of individuals and groups.

Assistant Librarian for the Blind — **One for each library, regardless of size**

Supervises all processing of Library of Congress and other materials.

Maintains catalog order file, pamphlet file and other necessary records.

Handles readers' advisory services by mail, phone and in person.

Makes special selection of titles to fill individual requests and needs of readers.

Processes books to be provided in forms needed from volunteers.

Librarians for the Blind — **One for each 750 readers registered (or major fraction thereof) after the first 750 readers**

Handle readers' advisory services by mail, phone or in person.

Make special selection of titles to fill individual requests and needs of readers.

Process books for deposit collections and branches.

NON-PROFESSIONAL STAFF

Chief Library Assistant — **One for each library, regardless of size**

Maintains files of reader's records, requests and supervises general service. Selections are made from lists or special requests in person and by mail or phone.

Accumulates circulation statistics.

Additional Library Assistants — **One for each 1,000 readers registered or major fraction thereof**

Fill requests for books of all kinds and keep circulation records.

Secretary — **One for Administrative Librarian for the Blind**

Handles heavy workload of mail and telephone calls.

Responsible for correspondence and other files.

Clerk-Typist-Braillist — **One for each library**

Handles form letters and cards, changes of addresses, overdues, reserve files, etc.

Clerk — **One for each 2,000 readers registered or major fraction thereof**

Responsible for filing, sorting, alphabetizing.

Enters routine readers' requests on records.

Mails form letters, catalogs, booklists.

Handles routine circulation of magazines in all forms.

Chief Clerk — **One for each library, regardless of size**

Supervises all receiving and shipping, tape service and distribution of magazines.

Stockhandlers — **Two for each library regardless of size, plus one additional for each 50,000 items circulated per year**

Responsible for physical movement of collection and supplies.

Tape Technician — **One for each library with a tape program**

Maintains collection of master tapes.

Duplicates titles as needed.

Edits tapes for quality and recirculation

Advises volunteers and tape readers on use of tape players.

Custodian — **One for each library**

Besides usual duties, is also responsible for vacuuming of braille and tape collection.